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ABSTRACT

These three annotated reading guides continue the series developed for courses offered at the Boston Public Library under the National Endowment for the Humanities Learning Library Program. The first lists 34 readings examining the growth and development of the Boston urban area, and linking the role of government with the functions of urban economics to review its relationship to past, present, and future growth. Music in the culture of Boston offers 28 readings and a selection of audio recordings that exhibit the heritage of three centuries, with particular emphasis on the nineteenth century. The third listing of 24 readings presents the issues of quality public education that have faced previous generations of Bostonians, as well as those faced by the city today in complying with court ordered integration, to provide background for the consideration of existing alternatives. (RAA)

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Boston An Urban Community

Growth and Development in the Boston Metropolis: The Union of Government and Economics - A Marriage of Convenience

An Annotated Reading List
Prepared by
Donald Levitan &
Francis J. Earley
with the assistance of
the Boston Public
Library Staff

The "Boston: An Urban Community" Program is made possible by a grant from the National Endowment for the Humanities (NEH). The Boston Public Library is a NEH Learning Library.

Boston Public Library, 1978

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FOREWORD

The Boston Public Library is pleased to present a series of annotated reading guides as a follow-up to the lectures in its NEH Learning Library Program, "Boston: An Urban Community."

The Library's program has been developed under the Cultural Institutions Program of the National Endowment for the Humanities (NEH), a new national program whose purpose is to help libraries, museums and other cultural institutions become centers of formal humanities education for their communities. An advisory committee, composed of outstanding scholars from academic institutions in the Boston area, assists in the selection of topics for the program's learning activities and helps recruit the teachers for it.

Sequences presented in the Program have been:

"Bibles, Brahmins and Bosses: Leadership and the Boston Community" with Thomas O'Connor, Professor of History, Boston College. February 3 - April 7, 1975.

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"Growth and Development in the Boston Metropolis: The Union of Government and Economics-- A Marriage of Convenience" with Donald Levitan, Professor of Public Administration, Suffolk University. November 16 - January 18, 1977.

"Massachusetts has always been eminent among the American states. Her metropolis has ever been the metropolis of New England. Her example has been felt, wherever the sons of New England are found, or the name of New England is known."

--Shattuck Report, 1850

An investigation of the growth and development of the Boston urban area linking the role of government with the functions of urban economics. Those who read the material presented here will be equipped to examine the role and function of their community in relationship to past, present and future growth.

Banfield, Edward C., ed. Urban Government: Reader in Administration and Politics. 2d ed. New York, Free Press, 1969.

A comprehensive reader on urban government which systematically traces the development of the many thoughts which have led us up to the present.

Berry, Brian L., ed. City Classification Handbook: Methods and Applications. New York, John Wiley, 1972.

An identification of the many pertinent variables which affect city characteristics in order to facilitate the proposed classification of the highly diverse urban environment. It features new methodologies for classifying and for analyzing the consequences of the multivariate differences among cities.

Burby, Raymond J., III and Shirley Weiss. New Communities, U.S.A. Lexington, Mass., Lexington Books, 1976.

This book summarizes the results of an extensive study and evaluation of the concepts and realities of new community development in the United States. It examines fully the impact of the Urban Growth and New Community Development Act of 1970.

Churchman, C. West. The Systems Approach. New York, Dell, 1969.

Churchman develops an introduction to Systems Analysis which may be applied to most communities. He develops the notion of the "black box",

input into the system, and the resulting output, all of which is subject to internal and external restraints.

Clay, Grady. Close-up: How to Read the American City. New York, Praeger, 1974.

A visual as well as narrative discussion, in both social and economic terms of the basic ingredients of how to perceive the city.

Conroy, Michael E. The Challenge of Urban Economic Development: An Evaluation of Policy Related Research on Alternative Goals for the Economic Structure of Cities. Lexington, Mass., Lexington Books, 1975.

This report offers a narrative synthesis of the principal available research on urban economic development. The report expands upon the many concepts first developed in Wilbur Thompson's seminal volume A Preface to Urban Economics, evaluates some of those concepts in the light of subsequent research, and raises new questions about the validity of a number of urban econmic development "nostrums".

Downs, Anthony. Urban Problems and Prospects. Chicago, Markham, [1970].

An examination of how our society might cope with the great pressures for major alteration in even the most basic institutions by changing some of our existing urban policies and programs. It contains eleven articles concerning urban growth in general, race relations, housing, transportation, government administration and education.

Edel, Matthew and Jerome Rothenberg. Readings in Urban Economics. New York, Macmillan, 1972.

A survey of themes and analytical tools that have been used in recent development of economic analyses of the city--economics that are continually failing through the nation. The reader should be aware that this book is an extremely complex one.

Forstall, Richard L. "A New Social and Economic Grouping of Cities", The Municipal Yearbook (Chicago, International City Management Association, 1970), pp. 102-159.

A new group or classification of 1761 United States cities of 10,000 or more population in 1910, based on their social and economic characteristics.

Gelfand, Mark I. A Nation of Cities: The Federal Government and Urban America, 1933-1965. New York, Oxford University Press, 1975.

This urban historian provides a description of the 30 years struggle to obtain a national committment to the improvement of the urban environment. It discusses the obstacles created by our Federal system which is inclined toward states rights and local control.

Glaab, Charles N., ed. The American City. Homewood, Ill., Dorsey, 1963.

An examination of selected material reflecting the history and economic developments leading to current urbanization in America. The material has been specifically selected to trace

the development of modern American cities and by so doing to give the reader insight into future development.

Gottman, Jean. Megalopolis: The Urbanized Northeastern Seaboard of the United States. Cambridge, Mass., M.I.T. Press., 1964.

An analysis of the complex forces that have created the megalopolis and the implications of those forces for society. A great deal of time is devoted to the subtle interrelationship between the social and economic processes at work in the Megalopolis. Gottman is an extremely impressive lecturer and his messages should be heeded by all.

Green, James L. Metropolitan Economic Republics. Athens, Georgia, University of Georgia Press, 1965.

In this case study in Regional Economic Growth the author, an economist, suggests that the primary goal of a community is to maintain high levels of employment and income. If these twin goals can be achieved, other related problems become soluble. The author develops a metropolitan - regional economic model, discusses principles underpinning the model, and illustrates use of the model through its application to the Atlantic metropolitan complex.

Hadden, Jeffrey K., Louis H. Masotti and Calvin J. Larson, eds. The Metropolis in Crisis: Social and Political Perspectives. 2d ed. Itasca, Ill., F. E. Peacock, 1971.

This text is written from a sociologist's point of view and provides its readers with a

combined historical, philosophical, social and political perspective of the city. It gives us a greater understanding of the nature of the problems confronting the city, how they evolved, and why they persist.

Handlin, Oscar and John Burchard, eds. The Historian and the City. Cambridge, Mass., The M.I.T. Press and Harvard University Press, 1966.

This work approaches the subject through a general consideration of the place of the modern city in history. It outlines the distinctive characteristics of this environment and the social and personal problems it created.

Jacobs, Jane. The Death and Life of Great American Cities. New York, Random House, 1961.

A study of the primary conditions required for generating useful great city diversity with emphasis on social and economic behavior in the city; city decay and regeneration; and the subsequent reactions of people as well as problems unique to handling the organized complexity of cities.

Joint Center for Urban Studies of Massachusetts Institute of Technology and Harvard University. Planning Metropolitan Boston. Presented to the Metropolitan Area Planning Council, Commonwealth of Massachusetts in cooperation with the Department of Housing and Urban Development, 1967.

A comprehensive statement about the programs and activities of the Metropolitan Area Planning Council for 1967-1970. No such publication

has been issued since this 1967 study. It provides a useful basis for studying Boston metropolitan planning.

Levitan, Donald and Elwyn E. Mariner. Your Massachusetts Government. 8th rev. ed. Boston, Government Research Publications, 1978.

This new revised edition differs significantly from other books on state and local government. It is designed to provide for comparative analysis from one edition to another. It provides a large amount of pertinent information not easily available to most people.

McKelvey, Blake. The Emergence of Metropolitan America, 1915-1966. New Brunswick, N.J., Rutgers University Press, 1968.

A survey of the expansion of our metropolitan centers and an observance of their progressive loss of effectiveness with the results of various proposals for their reconstruction and survival.

_____. The Urbanization of America, 1860-1915. New Brunswick, N.J., Rutgers University Press, 1963.

A comprehensive panorama of American urban society over a span of 75 years. It unfolds the great urban drama of this period and reveals things which came later in the form of social organizations and patterns of behavior.

Morrison, Samuel Eliot. Builders of the Bay Colony. Boston, Houghton Mifflin, 1958.

This text describes people who would have led obscure lives but for a dynamic force called Puritanism which drove them to start life anew in a wilderness. It places the early days of the Bay Colony in their proper historical milieu.

Riordon, William L. Plunkitt of Tammany Hall. New York, Dutton, 1963.

A series of very plain talks on very practical politics delivered by ex-Senator George Washington Plunkitt, the Tammany Philospher, from his rostrum--the N.Y. County Courthouse bootblack stand. This book has led to good government throughout the country.

Rogers, David. The Management of Big Cities: Interest Groups and Social Change Strategies. Beverly Hills, Calif., Sage, 1971.

A study of obstacles hindering the implementation of innovative programs and institutional change strategies in city management.

Schreiber, Arthur F., Paul K. Gatons, and Richard B. Clemmer. Economics of Urban Problems: An Introduction. 2d ed. Boston, Houghton Mifflin, 1976.

This book touches on all the subject areas in the field of urban economics. Emphasis is placed on the economics of urban problems rather than on the location theory and urban growth content of this field.

_____. Cities. New York, Knopf, 1973. (Reprint from Scientific American, 1965).

A collection of articles which previously appeared in Scientific American. From numerous points of view, these articles examine growth and development of cities, present-day constraints, as well as case studies of international megapolitan growth.

Sjoberg, Gideon. The Preindustrial City: Past and Present. New York, Free Press, 1965.

Ostensibly this is a book about cities, yet it is much more, for through the medium of viewing preindustrial civilized centers, Sjoberg has sought to analyse the structure and understand the significance of preindustrial civilized societies.

Suttles, Gerald D. The Social Construction of Communities. Chicago, University of Chicago Press, 1972.

An attempt to demonstrate an emerging concept of new territorialists. In so doing he defines a useful and innovative approach to the analysis of urban society. Suttles shows how the administrative fragmentation of administrative agencies tends to further urban community groups and limits development.

Ward, Barbara. The Home of Man. New York, Norton, 1976.

Both a philosophical and practical work, this title by Barbara Ward makes suggestions on such essential aspects of human settlement as land-

use planning, shelter, transportation, sanitation, and health. Above all, it provides a means of grasping a broad subject and gives coherence to a topic with boundless problems, necessities and constraints.

Warner, Sam B., Jr. Streetcar Suburbs: The Process of Growth in Boston, 1870-1900. Boston, Harvard University Press, 1969.

This text demonstrates, first, that the structural patterns of the new suburbs were largely determined by the streetcars as they advanced into the district along the major rural highways of earlier years; second, that the upward surge of urban residents was animated by a revival of the rural ideal; third, that the successive waves of upper, upper middle, middle middle, and lower middle migrants tended to cluster in and develop homogeneous neighborhoods differentiated on economic rather than ethnic lines.

Warren, Roland L. Studying Your Community. 3d. ed. New York, Free Press, 1965.

An exploration of specific aspects of the community--community health, education, child welfare, and recreation. A useful tool in studying any community. Warren's areas of focus should be the concern of any student of the city or community.

White, Morton and Lucia. The Intellectual Versus the City. Cambridge, Mass., Harvard University Press and the M.I.T. Press, 1962.

A description of some of the major intellectual reactions to the American city from the eight-

eenth to the twentieth century and an examination of the intellectual perception of urbanization. It includes several reactions which are distinctly anti-urban.

Whitehill, Walter Muir. Boston: a Topographical History. 2d. rev. ed. Cambridge, Mass., The Belknap Press of Harvard University Press, 1968.

A classic work on Boston's geography, with special attention paid to the complex history of land reclamation in Boston and particularly the Back Bay. Whitehill should be your starting point in trying to comprehend the Boston landscape. Anyone who is studying the city should pay close attention to Whitehill and his works.

Yin, Robert K., ed. The City in the Seventies. Part One: "Components of the City". (Itasca, Ill., F. E. Peacock, 1972), pp. 1-164.

Yin's work sets the milieu in which the large American central cities have developed. Its problem-solving approach emphasizes some of the components of the city and some of the major research styles for studying the city.

Zimmerman, Joseph F. The Federated City: Community in Large Cities. New York, St. Martin's, 1972.

The text examines the origins of the neighborhood government, the rationale of its proponents, the sketchy model that has been developed, the difficulties encountered in attempting to delineate neighborhood boundaries, and the major problems that neighborhood government would face. Specifically, the study is limited to two community school districts, one in New York City and the other in Detroit.

Boston An Urban Community

From the Psalm Book to the Symphony: Music in the Culture of Boston

An Annotated Reading List
Prepared by
John Swan
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INTRODUCTION

The books and recordings described in the following pages were central to the Boston Public Library course, "From the Psalmbook to the Symphony: Music in the Culture of Boston." They deal with the first three centuries of Boston's musical history, although there is particular emphasis upon the nineteenth century. For the most part the books are chosen for their specifically Bostonian orientation, and general works have been omitted. Of course, there is much about Boston in every general study of American music. Two early surveys are especially useful: Louis C. Elson's History of Music in America (1904) and F.L. Ritter's Music in America (1890). The two best-known modern works which examine the whole of American music both have extensive and well-organized bibliographies. They are Gilbert Chase's America's Music, Revised second edition, and John Tasker Howard's Our American Music.

One very important Boston history has been omitted because it is not in itself an independent book: John Sullivan Dwight's "Music in Boston" is in Volume IV of the Memorial History of Boston (ed. Justin Winsor) which was published for the 250th anniversary of the founding of the City of Boston. This article is an excellent survey of Boston musical activities in the nineteenth century up to 1880, written by one of the chief makers of the history which he chronicles.

A very recent short work which is in part a survey of the places in which Boston musical history was made is The Boston Rialto: Playhouses, Concert Halls and Movie Palaces, by Douglass Shand Tucci. It is an excellent source for both specific information and a general sense of cultural environment, and it is published in part for the benefit of the City Conservation League, from which it can be ordered (Old West Church, 131 Cambridge Street, Boston).

Apthorp, William Foster. By the Way, Vols. I (About Music) and II (About Musicians). Boston: Copeland and Day, 1898.

_____. Musicians and Music-Lovers. New York: Charles Scribner's Sons, 1894.

These are collections made from Boston Symphony program notes (By the Way) and from newspaper and magazine pieces (Musicians and Music-Lovers) written by the most acute observer of the American musical scene around the turn of the century (see the Mussulman listing). Here is the personal, discursive musical essay at its best, with superb analytical insight strengthened by a firm grasp of broad cultural movements. Apthorp was a highly trained musician (a student of Paine at Harvard), and his subjective approach in no way conceals a lack of hard knowledge: "The critic's first aim should be to show the thing as he sees it... If he sees no farther than his readers do, he will be read only as long as they agree with him; but, if he does see farther, and makes it plain that he does, he will be read at any rate."

His appreciations of Bach and Handel and J.S. Dwight are valid and enlightening (Musicians and Music-Lovers); his personal reminiscences of mid-nineteenth century Boston (By the Way II) are thoroughly informative and amusing into the bargain; and at the end of By the Way I he makes a prediction about the future of music, based upon an analysis of contemporary (mid-80's) tonality, which demonstrates his ability to see far: "From continually shifting key, music may get to such a persistently enharmonic condition as to be never at any moment in less than two keys at once, and hence IN NO KEY AT ALL! What next?

Why, this next!" There is no one in nineteenth-century American musical letters who makes more rewarding reading than William Foster Apthorp.

Ayars, Christine Merrick. Contributions to the Art of Music in America by the Music Industries of Boston, 1640 to 1936. New York: H. W. Wilson, 1937.

Although this book is understandably dated in some aspects of research, it is still a very useful three-century compendium of music businesses and crafts located in the Boston area. It is essentially a list of concise descriptions, ordered chronologically by type, of music publishers, editors, engravers and printers, journals, stores, piano makers and dealers and tuners, organ builders, and all of the other professional providers of the material wherewithall for musical performance and appreciation. From the beginning (the 1640 Bay Psalm Book, the first book-length publication in English America), the men of music important in Boston have been important to the country as a whole: Graupner and Ditson, publishers; Parker and Dwight, editors; Paul Revere, music engraver and bell caster; Haynes, the master flute-maker; Chickering, Mason and Hamlin, piano-builders; and a great line of organ builders from the firm of Goodrich to that of Aeolian-Skinner.

The book, then, is of more than local interest. Despite the enforced superficiality of its long lists and short descriptions, it provides a valuable summary of the practical underpinnings of our musical culture.

Brink, Carol. Harps in the Wind. New York: Macmillan, 1947.

Beginning in the 1840's and continuing through the stormy middle decades of the century, one of the most popular forms of entertainment in Boston and throughout the United States was that provided by the "singing families," numerous small vocal ensembles who regaled their audiences with sentimental ballads, folk songs, and hymns, sometimes interspersed with bits of stage business. Often they were "families" only by virtue of a press agent's invention, but the most famous of them all was a family indeed, the thirteen surviving children of a talented but sternly practical farmer, Jesse Hutchinson, and his beloved wife Polly, all raised on the family farm in Milford, New Hampshire. All were musically gifted, but it was the four youngest, Judson, John, Asa, and their little sister Abby, who first turned from the farmer's life to exhibit their talents on the road. By this time (1842) another brother, Jesse, had also left to open a hardware store in Lynn, Mass., and High Rock, Lynn, soon became the Boston-area headquarters for the numerous Hutchinson family activities. Those activities included singing long and hard for Abolition as well as for fame and money. The family was much influenced by a friend and near Lynn neighbor, Frederick Douglass, and they earned the praise and friendship of such men as William Lloyd Garrison and Wendell Phillips--as well as a good deal of bitter opposition from other kinds of people.

All the Singing Hutchinsons, parents, children and children of children come together in this volume to make a fascinating story--or many stories, of the farm, the theater, the Civil War, the settling of the West (Asa and his fam-

ily founded Hutchinson, Minnesota), and of many a colorful, sometimes tragic personal life. Boston figures importantly in their lives, from the time the young hopefuls were snubbed by Lowell Mason (he told them to buy his book and learn how to sing), through their many successes at the Melodeon, to the sad, somewhat neglected old age of John, "the Bard of Lynn." This is an attractive history, made more so by a wonderful collection of old photographs.

Cooke, George Willis. John Sullivan Dwight: Brook-Farmer, Editor, and Critic of Music. Boston: Small, Maynard, 1898.

He was a failed Unitarian minister; he was an amateur with very little skill in music; until he was forty he had no definite calling, and he never succeeded in making a decent living in the profession that he finally did adopt. Yet for four decades or so, John Sullivan Dwight was the most important and influential figure in the development of a classical music culture in nineteenth-century Boston. This is the only published biography of Dwight and is itself as much a cultural artifact as a biographical source, but its author's intimacy with his subject and with the social milieu of Dwight's Boston shines through the datedness of the book.

During Dwight's short career as a minister, his friend Theodore Parker once chided him for "mistaking the indefinite for the Infinite," and throughout his life he encountered resistance for his subjective and philosophical approach to music, his devotion to the cultural heritage of Germany, and his determination upon high seriousness. However, his achievements were often very practical: he was the founding and guiding spirit of the Harvard

Musical Association, the concerts and cultural campaigns of which laid the groundwork for the Boston Symphony Orchestra and brought about the establishment of this country's first professorship in music; during the thirty years of Dwight's Journal of Music he was more than any other responsible for the development of serious musical criticism and appreciation in this country; and through his Brook-Farm-fostered social ideals he kept before his public the idea that music was the means to something far greater than personal aesthetic pleasure. He had serious limitations which are inadequately explored in this book, but it remains an indispensable guide to Dwight's achievements and personality.

Eaton, Quaintance. The Boston Opera Company. New York: Appleton-Century, 1965.

One day in 1907 opera impresario Henry Russell, in desperate need of funds, paid a visit to Eben Jordan. Within half an hour he had been given twenty thousand dollars. Not only had his San Carlo Opera Company been saved, but the seeds had been sown for Boston's Gilded Age fling at grand opera. Eben Jordan, son of the founder of Jordan Marsh (and himself provider of founding money for the New England Conservatory of Music), followed his father's generous ways: He built an opera house for Boston. For a few years, 1909-1915, the Boston Opera Company under Henry Russell reigned as the equal of the Met and the other great companies of the golden age of opera. It was a glittering assemblage--with a glittering audience: the likes of Mrs. Jack Gardner came to hear the likes of Mary Garden, Olive Fremstad, Leo Slezak, and Lily Norton, a Maine girl (and New England Conservatory product) who made good with the more operatic name of Lillian Nordica.

The good times were soon over, and the great opera house itself yielded to the steel ball and Northeastern University's expansion in 1958, but that brief time remains a fascinating chapter in Boston history. Quaintance Eaton is one of America's best opera historians, and she tells this story with grace, wit, and scholarly thoroughness. Included are photographs and complete cast and repertoire lists.

Fisher, William Arms. Notes on Music in Old Boston. Boston: Oliver Ditson, 1918.

The Ditson Company commissioned this small book, and it is most informative--and complimentary--on the subject of Oliver Ditson (1811-88) and the great music publishing firm which he founded and which was in its heyday in 1918, presiding over downtown Boston at the corner of Tremont and Boylston Streets. Otherwise the book is not entirely reliable by today's scholarly standards, but it is a useful and attractively written account of musical persons and events in eighteenth- and nineteenth-century Boston. For much of his best material Fisher is indebted to the great pioneering scholar, Oscar Sonneck (Early Concert Life in America), and he pursues nothing very deeply himself, but he does often succeed in conveying a palpable sense of the times. He skillfully relates things musical to the culture as a whole, and he achieves his most vivid results with extensive use of old newspaper notices and pictures.

Gilmore, Patrick Scarsfield. History of the National Peace Jubilee and Great Musical Festival. Boston: For the author, 1871.

One day in 1867, P.S. Gilmore, bandmaster and

entrepreneur extraordinary, had a vision: he saw before him a throng of ten thousand singers, accompanied by an orchestra of a thousand, and hearkened unto by a vast audience, all gathered to celebrate "the restoration of peace throughout the land." This fascinating book is Gilmore's personal story of the realization of that dream, from his first efforts to induce New York, then Washington, to embrace his plan, through his long struggle to win the acceptance of the cultural and financial powers of Boston, through the long months of preparation, to the Great National Peace Jubilee itself. It was billed as "the Grandest Musical Festival Ever Known in the History of the World," and if that was an exaggeration, it was a pardonable boast. The eleven thousand musicians, world-famous soloists, one hundred firemen beating one hundred anvils (for the Anvil Chorus, naturally), the immense Coliseum itself (five hundred feet by three hundred, holding fifty thousand people): it seems impossible today that Copley Square ever beheld such a spectacle--let alone the Festival of 1872, in which Gilmore doubled the size of everything.

This book brings it all back to reality, because Gilmore was a very hard-working, practical dreamer, and here he reveals (from a very self-satisfied point of view, to be sure), the nuts and bolts of his great campaign, his approaches to the politicians, the musicians (including the inevitable confrontation with Dwight), and the merchants (Eben Jordan became his principal guarantor). This amazing volume contains not only Gilmore's detailed account, but also large numbers of (glowing) newspaper reviews and other documents, a complete list of guests (President Grant was among them), and the names of every one of "the

immortal ten thousand" of the chorus. Gilmore has granted us a richly detailed exposition of musical consciousness of this city--from a unique point of view.

Howe, M.A. DeWolfe. The Boston Symphony Orchestra, 1881-1931. Boston: Houghton Mifflin, 1931.

This work first made its appearance in 1914, then was updated for the fiftieth-anniversary season (early in the reign of Koussevitsky) and given extensive appendices listing repertoire, soloists, and personnel. It also includes an excellent speech by Bliss Perry in honor of the life and achievements of Henry Lee Higginson. Higginson is very properly the hero of this book; it is most valuable in recounting the development of young Henry's devotion to music, his musical studies in Vienna, his profound disappointment at his physical inability to pursue music as a profession, and his ultimate triumph in transmuting that disappointment into an unexampled achievement: the creation, out of personal initiative, personal resources, and self-sacrifice, of a great and permanent symphony orchestra. Howe's relentlessly celebratory approach sometimes leads to the neglect or superficial treatment of knotty personalities and controversial moments; however, he presents a clear and very interesting history, and he makes skillful use of personal letters, contemporary criticism and other documents. There are many anecdotes reflecting the courage and dedication required and given to the cause of the BSO. There are amusing stories--and some very sad stories, such as the Muck affair, which so burdened the last years of Higginson's life (the

great conductor was imprisoned as an enemy alien in 1918, essentially for the crime of being a German). This is a history, not only of an orchestra, but of the relationship between society and a great cultural institution.

Johnson, H. Earle. Musical Interludes in Boston, 1795-1830. New York: Columbia University Press, 1943.

_____. Hallelujah, Amen! The Story of the Handel and Haydn Society of Boston. Boston: Bruce Humphreys, 1965.

_____. Symphony Hall, Boston. Boston: Little, Brown, 1950.

More than anyone else, Johnson devoted himself to recording specifically Bostonian musical history. These three volumes are invaluable studies of three aspects of that history. The most useful and interesting of them is the first work, which is one of the pioneering Columbia University Studies in Musicology. It is a survey of the concert life and times of post-Revolutionary Boston in the process of turning itself into a sophisticated center of art and commerce. The author begins with an extensive scene-setting description of the "polite arts" in general, then proceeds to an account of the hesitant but inevitable acceptance by Boston of the theater and secular music through the efforts of a number of enterprising immigrant musicians. These men and women found here a considerable band of liberal and appreciative natives--Charles Bulfinch among them--who joined them with their own devotion to the cause of a growing musical culture. Johnson bolsters his narrative with many concert listings and passages from criticism. The book is good for its general account, but it is even better for the extended descrip-

tions of particular figures and their accomplishments in Boston. The colorful career of the Falstaffian Englishman, George K. Jackson, is here recounted, and most valuable, the long Boston association of Gottlieb and Catherine Graupner is for once given something like adequate coverage. Gottlieb Graupner, oboist in Haydn's London orchestra, founder of the Philharmonic Society in Boston, and co-founder of the Handel and Haydn Society, was certainly the city's most indispensable musician for over a generation, and his wife was similarly necessary in her singing and acting roles. Adding to the value of this book are appendices full of data on contemporary publishers, publications, teachers, and music dealers and manufacturers.

The most important musical organization founded in the period covered by Musical Interludes is the Handel and Haydn Society, which is more fully treated in Hallelujah, Amen! the official modern history of "America's oldest oratorio society," superseding the old season-by-season record by Perkins and Dwight which was the authorized history before the turn of the century (and which is a fascinating document in itself). Johnson's work devoted to the Handel and Haydn Society is not as incisive a piece of scholarship as the Musical Interludes, but it is an entertaining and faithful chronicle of what was probably the most culturally significant musical organization in America for much of the early nineteenth century. From the beginning, with the gathering in February of 1816 of a group of men who had been inspired by a particularly glorious Christmas choral concert in Stone Chapel (the war-time name for King's), the society was the work of the city's music-loving tradesmen in cooperation with such musicians as Graupner and Jackson. This fruitful union was charac-

teristic of Boston's early cultural life, an organization founded upon active community participation. There is many a fascinating story in this book about citizens as music-makers as well as consumers (such as that about the commissioning of a work from Beethoven--unfortunately never carried out), and the author repeatedly demonstrates his ability to create a living sense of cultural history.

This is also true of Johnson's Symphony Hall, Boston, a colorful narrative of the first fifty years of one of the world's greatest concert halls. The book is, in fact, more valuable for its anecdotes of events scattered over those fifty years than for its broader account of hall and orchestra. It rather neglects the story of the actual building of the hall.

Lowens, Irving. Music and Musicians in Early America. New York: W. W. Norton, 1964.

This is a collection of articles on various people, publications, and movements in American music from the seventeenth through the nineteenth centuries. The author is one of the very best scholars in the field of American music, with countless valuable contributions to our musical self-understanding to his credit. A number of them which pertain specifically to Boston are contained in this volume. For instance, Lowens discusses the early publishing history of the Bay Psalm Book in such a way as to make the facts not only clear but meaningful as reflections of our early musical development—in this case the successive editions reveal a decline in musical literacy after the first generation of Puritans. The author then turns to the instruction book written by the Newbury pastor John Tufts, "the first American music textbook." As is often the case with Lowens, he not

only breaks new ground in this paper, but he also applies the research to a larger sense of American creative development. Other subjects with local significance include the personal letters of the great Connecticut hymnodist Daniel Read, the immigrant composer and performer James Hewitt, the wonderful musical eccentric Anthony Philip Heinrich, shape-note tune books, and music among the Transcendentalists, including an illuminating discussion of Dwight's musical philosophy.

Mason, William. Memories of a Musical Life. New York, Century, 1902.

The third son of Lowell (see the Rich listing) and himself a distinguished composer, teacher and piano virtuoso, William Mason reveals a commanding grasp of the music of his time in this graceful biography. In the chapters devoted to his early upbringing and to his American concert activities, the author includes much that is illuminating about the Boston musical environment (there is also an appendix devoted to the early life of Lowell Mason); however, the best part of the book is his extensive treatment of his studies in Europe and his friendship with the great musicians of the day. Among his teachers were Moscheles, Dreyschock, and Liszt, and he has much to say about them that is perceptive and interesting. Liszt's personality and pedagogy are especially fascinating. Mason met Wagner before that man conquered Europe, and his gift for close observation yields interesting details of Wagner's appearance and personality. Mason was a close associate of the greatest pioneer in the development of the American symphony orchestra, Theodore Thomas, and he was also a friend of the brilliant pianist and composer, Louis Moreau

Gottschalk. Both men, and many others, are vividly drawn here. Included in the book are many musical autographs by the great men of whom Mason was a worthy colleague and friend.

McCusker, Honor Cecilia. Fifty Years of Music in Boston. Boston: Boston Public Library, 1938.

This little book, based in part upon otherwise unpublished letters to and from John Sullivan Dwight (see the Cooke listing), provides a concise and extremely informative overview of the crusade for classical music in nineteenth-century America. Boston, and particularly Dwight himself, was the principal center for this high-culture movement, and the pages of Dwight's Journal, as well as the editor's private correspondence, reveal the aspirations and activities of most of the important pioneers on this musical frontier. The author arranged her material in such a way that major themes as well as persons stand out vividly. For instance, American music students in Germany are seen in the context of German musical dominance during this period, and we get a moving glimpse of one such emigrant Bostonian, Alexander Wheelock Thayer, describing himself as "poor as Job's turkey," with hardly enough money for clothes, yet laboring hard at his musical research—research which was to result in the first great, truly modern biography, Thayer's Life of Beethoven. The Harvard Musical Association is described here in terms of the work of its dedicated leaders, among them Dwight and Otto Dresel, noted pianist, conductor, teacher and composer. John Knowles Paine, organist, composer, and Harvard and America's first professor of music, is also given interesting treatment, as are P.S. Gilmore's Jubilees (see the Gilmore listing) and Dwight's complex reaction to them.

This book is, for all its modest format, a prime source of information about one of Boston's richest musical half centuries, the second half of the last century.

McKay, David P. and Richard Crawford. William Billings of Boston: Eighteenth-Century Composer. Princeton: Princeton University Press, 1975.

In his scramble to earn a living, William Billings worked as a tanner, as Boston's official leather inspector, as a "scavenger" (street-cleaner), as a "hogreeve" (roughly, the enforcer of local stray-swine laws), as well as editor, writer, and music teacher. Through it all, however, he labored at his deepest love, the creation of music, particularly "Anthems, Fugues and Chorus's." When, in 1770, the 23-year old Billings published his New England Psalm-Singer, he accomplished something of immense cultural importance: This was the first publication ever devoted entirely to an American composer, and its contents of 126 works alone increased the quantity of published American music tenfold. The young composer signed himself "William Billings, a native of Boston, in New England," and the names of the psalm- and hymn-tunes are often expressive of this pride of citizenship: "Hampshire," "Middlesex," "Suffolk," "Roxbury," "Brattle Street." But there is more than local pride and history going for Billings: He was also a musical genius who turned out a wealth of beautiful and often profound music which became the backbone of American psalmody and which only in recent years has begun to be rediscovered as our first great home-grown music.

This book is the first thorough, extended study of Billings, his life, works, and musical times. It provides a detailed and very accurate and il-

luminating account of the course of sacred music in New England and of the relationship between that music and the rural hymnody of England; it contains a great many newly unearthed details about the often obscure personal life of Billings; it describes the course of the composer's reputation and analyzes the forces that militated against it (Lowell Mason among them); and it contains an excellent guide to the performance of Billings' work. The life of this gimpy, one-eyed, humorous eccentric, friend of Sam Adams and Paul Revere, singer of the Revolution, is utterly fascinating, and Messrs. McKay and Crawford have more than done it justice: They have in the process written one of the very finest books about American music ever published.

Mussulman, Joseph A. Music in the Cultured Generation: A Social History of Music in America, 1870-1900. Evanston: Northwestern University Press, 1971.

The study of musical culture in its broader social context is badly neglected in general; this work offers an excellent start at correcting the situation in a particular area. The author chooses as his focal point the music essays and criticism which appeared in the great American literary monthlies which best articulated the philosophical, moral, and aesthetic convictions of the highly literate, "cultured" stratum of late nineteenth-century American society, the people of the "genteel tradition." The columns of the principal writers on things musical for the Atlantic Monthly, Harper's New Monthly Magazine, Century Illustrated Monthly Magazine, and Scribner's Magazine are examined both for qualities of personal perception and

for the expression of general cultural assumptions. Such issues as morality in music, musical education, musical Darwinism and the progress of taste are surveyed by way of quotations and synopses, and a great deal of important and long-buried material is thereby made available. Some of the opinions thus revealed seem only quaint (such as Boston composer Eugene Thayer's musical analysis of Niagara Falls, in which he describes the "tone" of the Falls as a G-major seventh chord), some are all too revealing of class limitations (the disquisitions on morality and taste); but the writings of several highly perceptive men, Apthorp and Dwight the best of them, are given sensitive treatment in light of their cultural surroundings. The book is more a survey than a serious cultural analysis, but it is extremely valuable as a ground-breaking study of an important area.

Rich, Arthur Lowndes. Lowell Mason. Chapel Hill: University of North Carolina Press, 1946.

"The Father of Singing Among the Children" is given a straightforward, positive treatment in this useful study. Although Mason's entire life is covered, the emphasis is upon his pioneering work in music education and the theories behind his innovations. Mason was extraordinarily accomplished in many activities that enhanced his role as educator. He distinguished himself as a performer, choirmaster, composer (of "Nearer My God to Thee" among countless other readily digestible hymns), writer, editor, publisher and businessman (his great personal success, as well as the financial security of the Handel and Hayden Society, was assured when Mason, then a young bank teller, collaborated with the society to publish the enormously popular and influen-

tial Boston Handel and Haydn Society Collection of Church Music). It was in music education that Mason made his most lasting mark, and Rich goes into much detail about the years of patient dedication that preceded the success of Mason's mission to convince the Boston Public Schools to take the radical and unprecedented step of making an official program of music education available to all school children. Mason demonstrated that music could be a vital part of the emotional, physical and intellectual development of everyone. He was himself a brilliant teacher who put into musical practice the dynamic educational theories of Pestalozzi and other reformers. Rich's description of Mason's theoretical side is especially interesting. He neglects the large questions raised by Mason's achievements, in particular the charge of cultural homogenization that has been raised against him, but most of the Mason controversy dates from after the publication of this book, and it is in any case a good source of material about a major musical figure.

Ryan, Thomas. Recollections of an Old Musician. New York: E. P. Dutton, 1899.

"I never kept notes, and do not know a person who can set me right if I put anything on record awry. I am almost the last of the 'old guard.' I was for many years the youngest musician in Boston; now perhaps I am the oldest, and still in harness. I can make a fair record, in substance, of the rise and fall of the different societies, and that is about all the value which can be attached to it." Tom Ryan does indeed get a few things wrong, but he is entirely too modest about the value of his book. This is a vivid, arresting story of the development of

music in Boston (and elsewhere--as far as Tasmania!) written by a valuable participant in that development. Ryan arrived from Ireland in 1845 and promptly began his long career as clarinetist, violist, violinist and/or flautist in several Boston theaters (he was in the orchestra when Jenny Lind made her first appearances at the old Tremont Temple), in the Boston Academy of Music orchestra, and most importantly, in the Mendelssohn Quintette Club, a distinguished chamber ensemble which was the first such group to carry the gospel of classical music to the American West (and other hinterlands: that is how he got to Australia and environs). Ryan's style is very engaging, full of exuberance and wit; again and again he provides intimate, often humorous glances into the lives of the great musical and theatrical figures of his vast experience. Here the musical giants often appear in their shirtsleeves (literally so in the case of Anton Rubinstein sneaking out to enjoy a smoke with Ryan as a respite from the rigors of meeting Boston society), and legendary performers such as Ole Bull are seen here from the perspective of one who performed with them. Naturally, a host of resident Bostonians also appear in this entertaining and valuable memoir, which is also replete with marvelous old photographs.

Scholes, Percy A. The Puritans and Music in England and New England. London: Oxford University Press, 1934.

Before the appearance of this book, and with a few honorable exceptions, music historians and people in general held but one image of the Puritan: he was an intense, dour type who regarded all secular music, particularly instrumental, as "the invention of the devil." He cherished an

"implacable hostility to amusement, music, and other arts in general," and he therefore confined himself to "the singing of five hymn tunes." These quotations are culled from Scholes' lengthy compilation of such views; he gives the reader a very clear picture of the enemy. He then, in a monumental work of scholarship, a landmark in its field, proceeds to destroy said enemy. As a polemic, in fact, the work succeeds too well; it goes too far (understandably so, given the entrenched position of the adversary). That the Puritans did actually have some profound uneasiness about music's appeal to the senses has been demonstrated by later scholars. However, the author's basic point is very valid, important, and soundly demonstrated: music, and not only hymnody but a wide range of secular music also, played an important part in Puritan life in both old England and New. Armed with a vast number of contemporary accounts, Scholes describes the flourishing of music composition, publication, and performance in England during the Commonwealth (Cromwell, Bunyan and Milton were all music lovers). He also chronicles the abundant musical activities of the American Puritans, and in the process examines closely the Puritan clash with the Merrymount colony (Morton's merry lot were excessive by anybody's standards); he demonstrates that sanctions against dancing were not nearly so stern or widespread as is commonly assumed; and in fact he has an answer for virtually every piece of evidence against the Puritans. He does indulge in overkill at times, but for the most part Scholes presents a view of Puritan musical culture that is still unmatched for its panoramic breadth and scholarly depth.

Spalding, Walter Raymond. Music at Harvard. New York: Coward-McCann, 1935.

The distinguished author was himself chairman of the Harvard Department of Music for decades, and although the tone of Harvardian self-satisfaction lies heavily on some of his lines, he knew very well whereof he spoke, and that intimate knowledge makes this an enlightening account. The extensive background material, though sometimes dated, is often useful, and Spalding's sense of the development of music as a part of Harvard's social and academic environment is very strong. Of much value is his description of the struggles of the Pierian Sodality, Harvard's music club, to win a respectable place for music. The society was founded in 1808, and for decades the little band constituted Harvard's only serious music effort--"serious" here means "determined," rather than "grave:" Much serenading of "pulcherrimarum puellarum," many elegant suppers, and some occasionally fatal neglect of studies are all recorded in the society minutes. The ultimate achievements of the group were, however, serious indeed, for out of it grew the Harvard Musical Association (Dwight, the leading figure in the HMA, had been a flautist in the Pierian Sodality) and the nation's first department of music (see Cooke and McCusker listings). Spalding's account of the efforts of John Knowles Paine, the first professor of music, to create and expand the music curriculum are detailed and useful to an understanding of the crusade for serious academic acceptance of music. The generations of excellent teachers, performers, and composers which followed Paine, as well as the growth of many of the school's other musical activities, are also described.

DISCOGRAPHY

The following is an informal discography of music important in Boston's history. The most complete and up-to-date source for record information is the monthly Schwann-1 catalogue for stereo records. The semi-annual Schwann-2 lists monaural and electronic stereo recordings, among which are many relevant performances of American music.

Two recent series of recordings are deserving of special mention. The Louisville Orchestra, via its own record company, Louisville (a label long devoted to contemporary and/or neglected works of merit, available by subscription and in larger record outlets), has embarked upon a Bicentennial series which includes the works of a number of composers with Boston connections, among them Arthur Foote and Dudley Buck.

The most ambitious and praiseworthy phonographic project to be inspired by the American Bicentennial was the Recorded Anthology of American Music, an extended series of records sponsored by the Rockefeller Foundation and created through the collective effort of a good many of the most distinguished and talented figures in American music and record technology. Four of these records have particular usefulness to the study of Boston music:

NW 247 "When I Have Sung My Songs: The American Art Song, 1900-1940." The likes of Gadski, McCormack, Paul Robeson, Marian Anderson and Kirsten Flagstad singing the likes of Macdowell, Parker, Mrs. Beach, Cadman and Ives.
NW 257 "The Wind Demon and Other Mid-nineteenth-century Piano Music." Ivan Davis playing William Mason, Gottschalk, Bristow, Fry, Heinrich and others.
NW 276 "The Birth of Liberty: Music of the American Revolution." Seth McCoy, Sherrill Milnes and others performing Billings, Wood, and many traditional marches and songs from both sides of the conflict.

NW 280 "Fugues, Fantasia, and Variations: Nineteenth-century American Concert Organ Music." Richard Morris playing Buck, Thayer, Parker, Paine, and Whiting.

All of the series have lengthy annotations, including discographies of further recordings in each area. For the most part these jacket notes are superlative. The essay accompanying NW257, however, is written by a critic with an axe to grind, and to facilitate the grinding he introduces many errors and distortions of fact. This series is unfortunately not yet available to the general public, but it is widely available in libraries.

I. Colonial New England

"American Colonial Christmas Music," Berkeley Chamber Singers, director Alden Gilchrist... Musical Heritage Society MHS 1126

"An Anthology of American Organ Music," Vol. I, Janice Beck, organ Musical Heritage Society OR A-262

"Early American Vocal Music," Western Wind ensemble, Nonesuch 71276

"Organ in America," E. Power Biggs... Columbia MS6161

"Continental Harmony" (music of Billings), Gregg Smith Singers, Columbia MS7277

"Old Stoughton Musical Society--An Appeal to Heaven"... Old North Bridge records 1762

II. European Masters

Messiah by G. F. Handel, The Handel and Haydn Society of Boston, Thompson Stone, conductor... Unicorn UNS1. This recording is no longer available, but not uncommon around Boston. It reflects Boston performances of the past in its use of elements of the Mozart and Franz editions. There are several good modern recordings, among them Colin Davis's (Philips), Mackerras's (Angel), and Leppard's (MHS). A new Handel and Haydn Society recording is forthcoming.

Israel in Egypt, Handel, Abravanel (Westminster 8200); Mackerras (Deutsche Grammaphon Archive ARC 2708020); Waldman (Decca DXS 7178)
Judas Maccabaeus, Handel, Somary (Vanguard 71197/9); Scherman (Desto 6452/4)
Creation. F. J. Haydn, Waldman (MCA 2-MCA 2-10001)--the only recording in English; there are several good performances in the original German, among them those by Horenstein (Turnabout--old, but cheap and very fine in performance, if not sound), Münchinger (London), Karajan (DGG)
Seasons, Haydn, Davis (Philips 839719/21), the only one in English
St. Matthew Passion, J.S. Bach, Bernstein (Columbia M3S 692), the only one in English; a great recording in the stately, traditional manner is that of Klemperer (Angel); a performance even closer to the old Romantic ways is the controversial Palm Sunday, 1939 Mengelberg recording, reissued by Philips (import no.: H73 AX 310), my personal choice as the greatest single recording of anything
Christ on the Mount of Olives, Beethoven, no recordings in its nineteenth-century Old-Testament-ized version, Engedi; several good modern versions, among them Scherchen's (Westminster 8206) and Wangenheim's (Angel S36696)
Elijah, Mendelssohn, Sargent (Columbia sl-155, a transfer from 78's, long out of print, but the greatest, most earnestly committed to nineteenth-century oratorio practices); a good modern recording is that of Frühbeck de Burgos (Angel S3738); a good record of selections is Angel S 36288.
Song of Praise (Symphony No. II, "Lobgesang"), Mendelssohn, Sawallisch (Phillips 802856/7), no recordings in English

The above are, of course, all choral works, all very important in oratorio-oriented nineteenth-century Boston. The chamber and symphonic repertoire

was also very important, increasingly so after the mid-century mark. Most relevant are the standard works of Beethoven, Haydn, Mozart, Weber, Mendelssohn, Schumann and Brahms (see the Schwann Catalogue) and the major symphonic works of Joachim Raff and Anton Rubinstein (both also in Schwann).

III. Music of the parlor and the people

"Irish Songs and Melodies of Thomas Moore," Charles Kennedy tenor (Saga STXID 5247, may be difficult to find)

"Cornet Favorites," Gerard Schwarz, cornet (Nonesuch 71298)

"Songs by Stephen Foster," Jan DeGaetani, mezzo (Nonesuch 71268); there are many other good Foster records, including those by the Shaw Chorale (RCA) and the Wagner Chorale (Angel); an excellent recording is a collection of 78 transfers by Richard Grooks (Victrola)

"After the Ball," Joan Morris, mezzo (Nonesuch 71304)

See also recordings of Gilbert and Sullivan, Sousa, Civil War Songs, Irish songs, and the music of vaudeville. Check the attic for the popular recordings of McCormack, Gadski, Tibbett, Galli-Curci, and many others. Many have been reissued on Victrola, Rococco, and other labels. Ruggiero Ricci and Aaron Rosand have made several good recordings of 19th-century virtuoso violin music (London Stereo Treasures, Candide, Vox, Decca)

IV. New England Composers of the 19th Century

"The Early String Quartet in the U.S.A." (works by Mason, Griffes, Foote, Chadwick, Hadley, Loeffler), Kohon Quartet (Vox SVBX 5301)

"Yankee Organ Music," Richard Ellsasser, organ (Nonesuch 71200)

"An Anthology of American Organ Music," Vol. II, Janice Beck (Musical Heritage Society OR A-263)

Hora Novissima (oratorio) by Horatio Parker, Strickland (Desto 6413)
Symphonic Sketches by Chadwick, Hanson (Mercury SRI 75050)
"The Dawning of Music in Kentucky," music of Anthony Philip Heinrich--not a New England composer, but an important influence here, Bruce (Vanguard S349)
"American Piano Music," Mandel (Desto 6445/7)
Mr. H. H. A. Beach, Piano Music, played by Eskin (Genesis 1054)
Mrs. Beach and Arthur Foote, Piano Quintets (Turnabout 34556)
Charles Martin Loeffler (Alsation, but uniquely important in the BSO and in New England), Pagan Poem. Stokowski (Seraphim S-60080)

Edward Macdowell is best represented of N.E. composers on recordings. See the Schwann Catalogue for listings of the two piano concerti, two orchestral suites (Hanson on Mercury), and piano music. Notable piano recordings are those of John Kirkpatrick (Columbia Collectors' Issue) and Rudolph Ganz (a historic performance of the "Eroica" Sonata on Veritas).

V. The BSO and its early conductors

"The Golden Years of the Boston Symphony"-- a marvelous RCA special reissue (SP-33-181) of performances by Muck, Koussevitzky, Monteux, and Munch, not currently available, but it can be found; the Muck BSO recordings of Wagner and Tchaikovsky were the first serious orchestral recordings of the Victor Talking Machine Company (1917). Check the attic for them as well as Georg Henschel's European recordings of Beethoven's 1st Symphony and art songs by himself and by Schumann; Nikisch's pioneering Berlin Philharmonic recording of Beethoven's 5th Symphony (and other works) has recently been reissued by Electrola (import--1913 lo-fi).

Koussevitzky is woefully under-represented in the current catalogues. Sibelius Symphony No. 2, Brahms and Beethoven Nos. 3, Moussorgsky and Ravel are available on domestic and/or import RCA, and there are new Victrola issues of Copland and Prokofieff. His many other recordings must, for the most part, be hunted. Of particular Bostonian interest is a virtuosic reading of the Foote E major Suite for Strings, once reissued on Victor VCM 6174.

"The Boston Opera Company, 1909-1914"-- an excellent disk devoted to reissues of recordings by the leading singers in that company. Issued in conjunction with the Eaton book, now deleted (Columbia ML6099).

Boston An Urban Community

From Common School to Magnet School: A History of Schooling in Boston

An Annotated Reading List
Prepared by
James Fraser, Henry Allen
& Sam Barnes
with the assistance of
the Boston Public
Library Staff

The "Boston: An Urban Community" Program is made possible by a grant from the National Endowment for the Humanities (NEH). The Boston Public Library is a NEH Learning Library.

Boston Public Library, 1977

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FOREWORD

The Boston Public Library is pleased to present a series of annotated reading guides as a follow-up to the lectures in its NEH Learning Library Program, "Boston: An Urban Community."

The Library's program has been developed under the Cultural Institutions Program of the National Endowment for the Humanities (NEH), a new national program whose purpose is to help libraries, museums and other cultural institutions become centers of formal humanities education for their communities. An advisory committee, composed of outstanding scholars from academic institutions in the Boston area, assists in the selection of topics for the program's learning activities and helps recruit the teachers for it.

Sequences presented in the Program have been:

"Bibles, Brahmins and Bosses: Leadership and the Boston Community" with Thomas O'Connor, Professor of History, Boston College. February 3 - April 7, 1975.

"Boston's Architecture: From Townhouse to New City Hall" with Gerald Bernstein, Professor of Art History, Brandeis University. February 8 - March 29, 1975.

"Family Life in Boston: From Colonial Times to the Present" with Nancy Cott, Professor of History, Yale University. April 3 - May 22, 1975.

"Shaping the Boston Landscape: Drumlins and Puddingstone" with George Lewis, Professor of Geography, Boston University. April 8 - May 27, 1975.

"Revolutionary Boston: The Leaders and the Issues, 1763-1789" with Richard Bushman, Professor of History, Boston University, September 16 - November 4, 1975.

"Culture and Its Conflicts: The Example of 19th-Century Boston" with Martin Green, Professor of English, Tufts University. September 18 - November 6, 1975.

"Boston's Artisans of the 18th Century" with Wendy Cooper, Assistant Curator, American Decorative Arts, Museum of Fine Arts. November 13, 1975 - January 22, 1976.

"Boston's Black Letters: From Phillis Wheatley to W.E.B. DuBois" with William Robinson, Chairman of Black Studies, Rhode Island College, November 18, 1975 - January 13, 1976.

"The Emerging Immigrants of Boston" with Andrew Buni, Professor of History, Boston College. February 4 - March 31, 1976.

"From Grass to Glass: A History of Boston's Architecture" with Gerald Bernstein, Professor of Art History, Brandeis University. February 5 - March 25, 1976.

"The American Revolution and the Common Man" with Robert Gross, Professor of History and American Studies, Amherst College. April 16 - May 25, 1976.

"Law, Justice, and Equality: Case Studies from the Boston Experience" with William Davis, Professor of Law and Urban Studies, M.I.T. April 8 - May 27, 1976.

"Painting in Boston, 1670-1970" with Margaret Supplee Smith, Professor of Fine Arts, Boston University, September 14 - November 2, 1976.

"After Strange Fruit: Changing Literary Taste in Post-World-War-II Boston" with P. Albert Duhamel, Professor of English, Boston College, September 16 - November 4, 1976.

"Images of Boston: Writers' Views of the City" with Robert Hollister, Professor of Urban Studies and Planning, M.I.T. September 18 - November 6, 1976.

"Growth and Development in the Boston Metropolis: The Union of Government and Economics--A Marriage of Convenience" with Donald Levitan, Professor of Public Administration, Suffolk University. November 16, 1976-January 18, 1977.

"From the Psalm Book to the Symphony: Music in the Culture of Boston" with John Swan, Lecturer in English, Tufts University. November 18, 1976 - January 27, 1977.

"The Way We Really Live: Social Change in Metropolitan Boston, Since 1920" with Sam Bass Warner, Jr., Professor of History and Social Science, Boston University. February 3 - March 24, 1977.

"From Common School to Magnet School: A History of Schooling in Boston from the Revolution to the Present" with James Fraser, Ph.D., Columbia University, in cooperation with Henry Allen and Sam Barnes of the Boston Community School. February 8 - March 29, 1977.

INTRODUCTION

Since 1974 attention has focused to an unparalleled extent on the crisis in Boston's public schools. Court-ordered integration has brought to the surface a wide variety of concerns about the quality of education in all of the city's schools, the importance of the neighborhood school, the control of various racial and ethnic groups over school policy, and ultimately the value of a publically supported and publically controlled school system for a large urban area. While the current crisis is certainly unique, many of these issues have been faced, in slightly different form, by previous generations of Bostonians. In this context the National Endowment for the Humanities Learning Library Program at the Boston Public Library chose the history of Boston's schools as a "subject of particular interest" around which study ought to be organized. The result was the presentation of a series of lectures at the Library in February and March, 1977, the production of this bibliography, and the future publication of the lectures as a book. It is our hope that the published lectures and this bibliography will make available to a larger audience material which is of interest and indeed importance for the future of our city. Without some knowledge of where our schools have been, it is indeed difficult to imagine an intelligent move into the future. We hope, then, that a reading of some of the books listed here will help Bostonians consider carefully the alternatives which must be chosen.

This reading guide has been divided into the eight general areas upon which the lectures focused:

I. Boston's Colonial Experience, 1629-1789

II. Black Schools in White Boston, 1800-1860

III. The Culture Factory, 1830-1860

IV. Parochial Interests Vie for Control, 1860-1890

V. Progressivism and Progressive Education, 1890-1910

VI. Between the Times, 1910-1945

VII. Segregation and Desegregation in the Boston Schools, 1945-1974

VIII. Towards the Future of the Boston School System, 1974 -

I. Boston's Colonial Experience, 1629-1789

Boston's first white settlement was in 1629, and the first schoolmaster was appointed in 1635. From this beginning emerged a colonial hierarchy of "English" schools capped by the Boston Public Latin School for boys preparing for college. The system was also supplemented by a host of informal agencies, and all schools were overshadowed by the more powerful colonial institutions of church and family. By the early 1700's the schools were using about 20% of the town's budget, and in 1789 they were organized under the Boston School Committee, a group which would continue with changes as the ruling authority to the present.

Lawrence A. Cremin. American Education: The Colonial Experience, 1607-1783 (New York: Harper & Row, 1970). (Paperback: Harper & Row, 1972).

The first of three projected volumes in Lawrence Cremin's thorough survey of the development of education in America, this book looks at the range of "agencies, formal and informal, [which] have shaped American thought, character, and sensibility..." (p. xi). Cremin has focused his work not only on schools, but also on households, churches, and the community itself as institutions of colonial education. For a student of Boston's school history this volume provides a useful survey of the background against which the Boston school system was emerging. Because of Boston's importance in colonial America the city and the Bay State also receive significant attention in themselves.

The New-England Primer Enlarged. For the more easy attaining the true Reading of English. To which is added, The Assembly of Divines Catechism

(Boston: Printed by S. Kneeland, & T. Green, 1727). Edited with an Introduction by Paul Leicester Ford. (New York: Dodd, Mead and Company, 1897). (Paperback: Teachers College Press, 1962).

Going through many editions and small changes between its earliest publication in the 1680's and the American Revolution (when the rhyme for W was changed from "Whales in the sea/God's voice obey" to "Great Washington brave/His country did save"), this was the primary textbook of New England's schools. In the Primer, Puritan youth learned the alphabet through a series of rhymes--beginning with "In Adam's Fall/We Sinned all."--the ten commandments, a few verses, and the basic statements of Puritan faith. A look at the Primer gives one a good sense of the basic beliefs of those who founded Boston's schools.

Samuel Eliot Morison. The Intellectual Life of Colonial New England (Ithaca: Cornell University Press, 1956). (Paperback: Cornell, 1960).

Originally given as a series of lectures in 1934, this book provides an excellent study of the founding of Public Grammar Schools as well as the other institutions of Puritan intellectual life from Morison's own unique perspective. While his determination to rescue his Puritan ancestors from their bad reputation among early twentieth-century historians sometimes gives the book an overly devout tone, Morison's wit and charm make this a useful and enjoyable introduction to education in colonial Boston.

II. Black Schools in White Boston, 1800-1860

From the late 1700's members of Boston's small

black community sought to use the public schools and were either denied admission or harrassed once they arrived. The result in the early 1800's was the founding of a black school system, at first privately financed and later adopted by the city. For the next half century Boston continued "separate but equal" schools, while blacks with some abolitionist support lobbied for change until the state legislature banned segregation in 1855.

John Daniels. In Freedom's Birthplace: A Study of the Boston Negroes (Boston: Houghton Mifflin, 1914; reprinted New York: Negro Universities Press, 1968).

A very dated study, filled with turn-of-the-century racial stereotypes, this book remains the most thorough study of the history and sociology of Boston's black community's up to the First World War. Daniels, a student of Robert A. Woods at the South End Settlement House, made a thorough analysis of existing conditions in the black communities in the South End and Roxbury between 1909 and 1914, and provided a good survey of black history for the preceding 300 years. While the work includes little mention of schooling, it is important background reading for a study of the black experience in Boston's schools, and the Appendix includes an excellent brief statement of the integration struggle in the Boston public schools between 1800 and 1855.

Stanley K. Schultz. The Culture Factory: Boston Public Schools, 1789-1860 (New York: Oxford University Press, 1973).

By far the best study to date of Boston's schools, Schultz's work provides a detailed--sometimes too detailed--account of the rise of

the Boston system from the founding of the School Committee in 1789 to the outbreak of the Civil War. Schultz argues that rather "than being a stepchild of European Enlightenment theory, or the offspring of domestic democratic trends in the age of the so-called 'common man,' the public school movement in the United States matured in response to what contemporaries viewed as an urban crisis" (p. ix). This urban crisis was especially acute in Boston whose population increased several times over as migrants from interior farms were drawn by the possibilities of urban, industrial jobs, and immigrants from Ireland sought to escape British rule and the potato famine. In response the old elite redesigned the schools to serve as the major institution of assimilation and social control, indeed as a culture factory, for those who were arriving in their city. The school system we know today was the result.

Chapters 7 and 8 of Schultz's book also provide an excellent study of the rise of separate black schools, initially funded by black parents after a series of petitions beginning in 1787 requesting schools of some sort for black children were rejected by the Legislature and the School Committee. And these chapters recount the slow struggle for the integration of blacks into the city system culminating in legislative action in 1855 which overturned Judge Lemuel Shaw's separate but equal ruling of 1850.

III. The Culture Factory, 1830-1860

A distinguishing feature of Jacksonian America was the "common school movement" associated with a Bostonian, Horace Mann. This movement was especially powerful in Boston as industrialization and massive new immigration challenged the older informal educa-

tional network and caused a demand for schools which would assimilate immigrants and provide control over the immigrant and native working classes. The specific developments of this movement in Boston included the appointment of the first Superintendent of Schools, the first compulsory school law, and ironically the foundation of a Roman Catholic parochial school system.

Lawrence A. Cremin, editor. The Republic and the School: Horace Mann On the Education of Free Men (New York: Teachers College Press, 1957). (Paperback: Teachers College Press, 1957).

Cremin's selections from Horace Mann's twelve reports as the first Secretary of the Massachusetts Board of Education (1837-1848) give one a thorough immersion in the public rhetoric of this leader of the common school movement. Mann's faith that the common school might "become the most effective and benignant of all the forces of civilization" (p. 80) provided the philosophical basis for the firm establishment of Boston's schools in these decades, while his organizational ability--and that of his allies--developed the system which would soon have all the marks of modernity: bureaucracy, compulsory attendance, and opposition to alternatives.

Michael B. Katz. The Irony of Early School Reform: Educational Innovation in Mid-Nineteenth Century Massachusetts (Cambridge, Mass.: Harvard University Press, 1968). (Paperback: Beacon Press, 1970).

Challenging the popular myth that public schools were the result of "a rational, enlightened working class, led by idealistic and humanitarian intellectuals, triumphantly wresting free public education from a selfish, wealthy

elite and from the bigoted proponents of orthodox religion," Katz argues that the emergence of the public school in early nineteenth-century America was much more the result of an old elite's attempt to control a newly emerging working class, made up especially of the large numbers of new immigrants arriving after 1840. Using case studies from Boston and elsewhere in Massachusetts--which makes the book especially useful to students of Boston's schools--Katz shows how thoroughly Massachusetts society was transformed between 1800 and 1860 by massive immigration and industrialization. The result, he argues, was that many no longer trusted the colonial network of family, church, community, and school to provide good citizens and turned to the public school as a useful institution for social control and assimilation.

Stanley K. Schultz. The Culture Factory: Boston Public Schools, 1789-1860 (New York: Oxford University Press, 1973).

This book, reviewed in Part II above, is also of great importance for this section.

IV. Parochial Interests Vie for Control, 1860-1890

The struggle between old Yankee and new Immigrant set the stage for a variety of changes within Boston's schools, aimed at securing power for one side or the other. Within the public school system the appointment in 1851 of the first Superintendent for Boston's schools was followed by the creation of a Board of Supervisors in 1876. In 1876 the School Committee was also reduced from 118 members elected by districts to 24 members elected at large. Both of these moves centralized and professionalized the system. While the schools were increasingly becoming institutions of assimilation for immigrants, the largest immigrant

group--Irish-Catholic--began to form its own parochial school system. Beginning with one school with 60 pupils in 1825, the Catholic system had grown to 24 schools with 16,800 students by 1907.

Oscar Handlin. Boston's Immigrants: A Study in Acculturation, Revised and Enlarged Edition. (Cambridge: Harvard University Press, 1959). (Paperback: Atheneum, 1968).

This book is helpful in situating the development of Boston's schools within a larger historical context. A major factor in public school growth in the nineteenth century was the burgeoning immigrant population. Handlin focuses on immigration to Boston from 1790 to 1850. Though he mentions various immigrant groups, the period is dominated by the Irish migration which he discusses in depth. Since the early expansion of public schooling between 1820 and 1860 was in large part a response to the "immigrant problem," it is important to get a sense of what immigration actually meant for Boston in that period.

Michael B. Katz. Class, Bureaucracy, and Schools: The Illustion of Educational Change in America (New York: Praeger Publishers, 1971). (Paperback: Praeger, 1971).

Continuing his analysis from the earlier book, The Irony of Early School Reform, Katz here argues that by 1880 public schools had taken on the basic purpose and structure which would characterize them for a century. The purpose was inculcation of attitudes which would reflect the dominant social and industrial values of the elite, and the structure was bureaucracy. The result was a school system which was "universal, tax-supported, free, compulsory, bureaucratic,

racist, and class-biased" (p. xx). This book focuses especially on the struggle over bureaucracy within the Boston school system between 1850 and 1884, the years in which the first Superintendent was fired, and the clear signs of a support bureaucracy developed, paralleled by the reduction of popular control from a large school board elected by districts to a small one elected at large and therefore more amenable to control by one social class.

Robert Lord, John Sexton, Edward Harrington. History of the Archdiocese of Boston, 3 vols. (Boston: Pilot Publishing Company, 1945).

This three-volume history of the Archdiocese of Boston, which was commissioned by the Church, is the only overview of the growth of the Catholic Church and its institutions in the Boston area. The second volume, which covers the period from 1825-1866, includes the history of the growing Irish population, and the nativist response, which was often violent. It also examines the early development of Catholic institutions including parochial schools. Volume three goes up to 1944 and covers the expansion and consolidation of the parochial school system in the early twentieth century.

Professor James Sanders of Richmond College on Staten Island, is presently engaged in a study of Roman Catholics and education in Boston. This work will include the variety of responses by Boston Catholics to educational issues, including the founding and development of a parochial school system and also the relationship of Catholics to the public schools. Nineteenth-century Boston Catholics, according to Professor Sanders, had considerable ambivalence about

schools, and while some vigorously founded parochial schools, others were drawn to the city's public system. When completed, this study will fill a major gap in our understanding of the educational history of Boston.

V. Progressivism & Progressive Education, 1890-1910

The Progressive movement in politics and education at the turn of the twentieth century gave rise to a variety of developments in Boston. In 1905 Yankee-Progressives, hoping to take power away from Irish political machines, reduced the School Committee still further, to five members elected at large. At the same time, a variety of Progressive programs, for more informal instruction, kindergartens, manual and vocational education, were introduced into the city's schools. A Home and School Association was also founded in 1909.

Lawrence A. Cremin. The Transformation of the School: Progressivism in American Education, 1876-1957 (New York: Alfred A. Knopf, Inc., 1961). (Paperback: Vintage Books, 1964).

By far the most thorough study of the Progressive education movement, Cremin's book links the reform of the schools to the larger Progressive movement which transformed American politics at the turn of the twentieth century. While not specifically focused on Boston, Cremin's study is important because of the especially close links between Yankee-Progressive attempts to regain control of all phases of Boston's life at the end of the nineteenth century and school reform struggles in the Hub.

Marvin Lazerson. The Origins of the Urban School: Public Education in Massachusetts, 1870-1915

(Cambridge, Mass.: Harvard University Press, 1971).

Lazerson's book is a good resource on the development of public schools in the late nineteenth and early twentieth century. It is particularly useful in examining the political and ideological roots of the kindergarten movement, manual training, and vocational education. These movements began, in part, as a response to increased immigrant population and the demands of industrial economy. Lazerson also points out interesting connections between private philanthropy in Boston and educational reform.

Henry Greenleaf Pearson. Son of New England: James Jackson Storrow, 1846-1926 (Boston: Thomas Todd Company, 1932).

A totally uncritical biography of Boston's leading Progressive reformer, Pearson's study still provides a wealth of information on the work and perspective of those who attempted, mostly without success, to reclaim control of the political and educational institutions of the city from the Irish political machines. As a leader in the move to centralize the schools in a five-member committee in 1905, and as a reform candidate for mayor against John F. Fitzgerald, Storrow spoke for the Progressive trust in a professional bureaucracy over the rough and tumble of political decision making. As an officer of the investment firm of Lee, Higginson, and Company, Storrow also symbolized the much greater Progressive-Yankee success at increasing their control of Boston's economic institutions.

VI. Between the Times, 1910-1945

In the memory of many Bostonians today, the years between the wars were the "golden age of public education": James Michael Curley dominated the city's politics, Jeremiah Burke became the first Irish Superintendent of Schools, and the schools seemed strict and orderly. A closer look at the system in the first half of the twentieth century raises a considerable challenge to that view. As specialized high schools grew in number, many working-class parents were challenging the development of vocational education as a means of tracking their children away from colleges and into jobs similar to those held by the parents. Teachers and reformers were questioning wages and working conditions as well as the training of most of Boston's teachers at the city's normal school, now Boston State College. Beginning with the arrival of the American Federation of Teachers in 1916 unsuccessful union drives were held, while teachers' actual salaries held virtually the same or dropped from 1919 to 1944. The gold, it seems, had some tarnishes.

Joseph Dinneen. The Purple Shamrock: The Honorable James Michael Curley of Boston (New York: Norton, 1949).

Joe Dinneen was a political journalist who reported on Curley for many years, not always favorably. Curley was a major political figure in Boston for fifty years. From his first election to the common council in 1900 to his last term as mayor in 1949, he had a significant impact on Boston and its political institutions. He came to be the symbol of and for the Boston Irish in their conflict with the Boston Brahmins. Since that Yankee-Irish conflict was also played out in the Boston school system, the book is use-

ful background for understanding Boston in the twentieth century, although there is little direct reference to school politics.

Survey Committee of the Boston Public Schools. Report of Certain Phases of the Boston School System, School Document No. 12, 1929 (Boston: The City of Boston Printing Dept., 1930).

In 1929 the Boston School Board appointed a survey committee which included the president of Harvard University, a judge, and a representative from the Chamber of Commerce, the central labor Council, the Home and School Association, and the school department. The purpose of the committee was to undertake an extensive investigation of various aspects of the Boston school system. The report is a literal gold mine of source material on the public schools, much of it in the form of charts, graphs, and maps that detail developments from 1900 to 1929. Included is information on manual arts and training, vocational education, school buildings, school financing, teacher salaries, class sizes, and demographic studies of school populations. While many of the conclusions and recommendations of the committee are couched in terms of improving quality education, the fundamental purposes of the committee were related to fiscal economies due to rising school costs.

Edward A. Krug. The Shaping of the American High School (Madison: The University of Wisconsin Press, 1969).

This two-volume study of the forces that shaped and determined the nature, function, and purposes of the American high school is the most thorough and detailed work of its kind. Krug's

study does not take a narrow view of education, but rather puts it in the context of social, political, and economic developments. Krug clearly illustrates the conflicting values and ideologies of those who both supported and were suspicious of the emergence of the high school as a mass institution. The history of the high school is one in which all the forces surrounding the public education movement in America come into play.

VII. Segregation & Desegregation in the Boston Schools, 1945-1974

The post-war era was a time of important changes in Boston's population as numbers of whites moved to the suburbs and new black and later Spanish-speaking migrants moved in. While the "New Boston" was being built downtown by the Boston Redevelopment Authority, an increasingly segregated school system developed in the neighborhoods. Parental concern about the quality of schools linked with the nation-wide civil rights movement made integration the priority issue in Boston's schools from the 1960's onwards. After a long series of attempts to get the School Committee to recognize the problem of segregation and take action, in 1972, blacks finally turned to the courts, the result being the 1974 Federal Court order desegregating the city's schools.

W. Arthur Garrity. The Boston School Decision (Boston: The Community Action Committee of Paperback Booksmith, 1974).

This is the full text of Federal District Court Judge W. Arthur Garrity's decision of June 21, 1974 (in Tallulah Morgan et al. v. James W. Hennigan et al.) in which he found the Boston School Committee "had knowingly carried

out a systematic program of segregation affecting all of the city's students, teachers, and school facilities and had intentionally brought about or maintained a dual school system...." The Court decision is an excellent starting point for an understanding of the issues of education and race in Boston during the 1960's and early 70's. It clearly illustrates the politics of school segregation practiced by the Boston School Committee during this period. The civil rights movement in Boston, focusing on school segregation, is clearly vindicated by what is written here.

Jonathan Kozol. Death At An Early Age (Boston: Houghton Mifflin, 1967) (Paperback: Bantam Books, 1970).

Kozol spent some months teaching at a segregated elementary school in 1964-65. He was fired in the spring of 1965 for teaching a poem that was not on the approved list of reading materials, Langston Hughes' "Ballad of a Landlord." What happened to him and to his students during his few months at the school is the focus of the book. Kozol's personal experiences are a reflection of the racism and repression of the human spirit that pervaded the public schools of Boston, and most other urban areas as well. Kozol documents this with insight, honesty, and deep feeling. If we wanted one book which would give us an understanding of the "system" as it affects its subjects, black and white school children, we need look no further. The events he describes in 1964-65 transcend one class, one school, one school system, one time period.

Peter Schrag. Village School Downtown (Boston: Beacon Press, 1967). (Paperback: Beacon Press, 1972).

Another view of the Boston Public school system, one that highlights the history and politics of the system, is presented from the point of view of a journalist who spent more than a year visiting and researching the schools of Boston in 1965-66. Whether Schrag is describing the school bureaucracy, the politicians who serve on the school committee, the schools, the teachers, what goes on in the name of learning in the classrooms, or any other aspect of the system, we are treated to a series of revelations about the schools that separates myth from reality and tells us how the system often works. We are also able to perceive the fundamental conflict in values that set blacks and school reformers apart from those whose only stake was to preserve the status quo, at whatever cost to the school children of Boston, black and white.

United States Commission on Civil Rights. Route 128: Boston's Road to Segregation (Washington, D.C.: United States Commission on Civil Rights, 1974).

This study, which was compiled by the Massachusetts Advisory Committee to the Civil Rights Commission, is an important document on the post-World-War-II development of the suburbs and their impact on the city of Boston. In addition, there is a valuable historical chapter on black migration to Boston after 1945. Since the population shifts of the city have been greatly affected by the growth of the suburbs and the discrimination patterns which developed, this study is important in developing an understanding of the current crisis in Boston.

VIII. Towards the Future of the Boston School System, 1974 -

There are many sides to the current realities of Boston's schools, the bus rides through new neighborhoods, the Racial Ethnic Parent Councils (REPC's) at each school, the monitoring role of the Citywide Coordinating Council (CCC), and the continued debates between Federal Judge W. Arthur Garrity and the Boston School Committee. While the future is always impossible to predict, the parents councils in which 1200 Boston parents are currently involved will certainly remain one new hallmark of a system in which parents had virtually no direct role between 1789 and 1974.

Samuel Bowles and Herbert Gintis. Schooling in Capitalist America (New York: Basic Books, 1976).

Probably the most thorough economic analysis of American education yet available, Schooling in Capitalist America places the major reforms of education in the context of the larger demands of the nation's capitalist system. The research indicates little relationship between schooling and increased opportunity, but rather a tendency of most school experiences to prepare people to accept an assigned place in the workforce. Drawing especially on examples from Massachusetts, this book focuses on the rise of the common school, the Progressive education movement, and the current changes in schools as reflecting the political and economic conflicts of the times. This is difficult but very important reading for anyone who would hope to understand the problems of educational reform in our era or any other. The authors share John Dewey's faith that the schools can only become good when they reflect a larger society which is just, or

as they would say it: only a revolutionary transformation of the United States economy will truly reform the schools.

United States Commission on Civil Rights. Desegregating the Boston Public Schools: A Crisis in Civic Responsibility (Washington, D. C. : The United States Commission on Civil Rights, 1975).

One year after Boston's schools were ordered to desegregate, the Commission held public hearings in Boston to assess Phase One of the Order and to help create a dialogue that would aid in the implementation of the second year of court-ordered desegregation, Phase Two. During the hearings, a wide variety of public officials and private citizens testified on the events leading up to and including the 1974 school year. What we have then is an often illuminating chronicle discussed by those who were in the middle of the events of that year. The commentary and analysis which surround the testimony provide a context which gives the reader a fairly comprehensive view of Boston school desegregation. It also provides a basis for understanding much of the violence and continuing opposition to court-ordered desegregation.

Alan Lupo. Liberty's Chosen Home: The Politics of Violence in Boston (Boston: Little Brown and Company, 1977).

Lupo's book is divided into two sections. The first is an examination of the political, ethnic, and racial history which led up to court-ordered desegregation. This section is a good summary of the political and economic struggles which have formed contemporary Boston. The second part becomes a day-by-day account of Phase One

of the desegregation order and the crises surrounding it. Here, Lupo gets drawn into the momentum of the times, and loses his perspective which is the strength of the first half of the book. However, it is a valuable work, and an important account of the turmoil during the first year of desegregation in Boston.